

POLS 380 – Gender and International Relations

Fall 2019

DANA 319, Wednesdays 2:00 pm – 4:52 pm

Instructor: Dr. Courtney Burns

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Office Hours: Tuesdays 3:00 pm – 4:00 pm and Wednesdays 10:00 am – 11:30 am and by appointment

Course Description:

As a percentage of leaders, women chief executives have only held around 15% of positions across time and space. Given this statistic, the primary people making decisions in the international arena have been men. War, security, trade, sanctions, and diplomacy have all taken place with a majority of men making the decisions. Does this mean that gender doesn't matter or that it matters more than ever? Around the world, despite progress and momentum, there are still significant gaps in the rights of women, in the division of labor, and the inclusion of women in politics. For some, these gaps have an important impact on the world around us. This semester, we will study this world and decide whether gender matters.

Is the international system gender neutral? Is there an inherent bias included in how we study? If so, is it race, gender, socioeconomic, or some other? If not, why not? In this class, we will explore one critique to how we “know” the international system. Traditional IR approaches assume a gender-neutral nature of the world; however, feminist approaches to the field argue that we cannot ignore the impacts that the international system have on both women and men (either separately or together).

This course will acquaint you with feminist terminology, discourse, and research. By the end of the semester you will be able to apply a gendered lens to the study of International Relations from traditional theories to specific topics like security. You will also be able to think critically about whether or which arguments matter for better understanding the world in which we live. We will connect themes and ideas across the semester, allowing you to write a complex research contribution to the field.

Learning Objectives

By the end of this course, students will be able to:

1. Apply a gendered lens to the study of International Relations, such as through theory or selected topics
2. Summarize feminist critiques of International Relations and assess their value to the field
3. Evaluate important research on gender and International Relations and be able to contribute your own research on a student selected topic



Texts and Resources

There are three (3) required books for this course as well as several journal articles and book chapters included on the course Moodle page. You will be responsible for reading both the books and the additional electronic readings for this class.

Books:

Cynthia Enloe, *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* (ISBN:

9780520279995)

Laura Sjoberg, *Gender and International Security: Feminist Perspectives* (ISBN: 9780415475792)

Anne Sisson Runyan, *Global Gender Politics 5th edition* (ISBN: 9780813350851)

Grades

You will be evaluated through a variety of ways, but please remember that this is a senior seminar and the basis for grading is elevated. Grades will be assessed using the following standards:

Technical quality and presentation: spelling, sentence structure, flow, layout, proper citations

Integration of material: must be thorough and in-depth; fully follows directions; concepts well explained; essays incorporate lectures, assigned readings, and outside research

Expression: quality and completeness: organized, clear, and fully developed

Creativity and critical thinking: concepts are fully interpreted; examples are provided to support concepts and conclusions; comparisons are made; provides new insights

Participation (100 points): This is a senior seminar in which you, the student, will be the primary driver of class discussion and class content. To that end, each student will be graded on the **quality and quantity** of class participation. Quality indicates the richness of the contribution – does the comment propel the class forward, does it link multiple topics, is it critical or thoughtful, does it analyze the reading? Quantity indicates that each student should aim to participate several times every class period. If a student has an unexcused absence, this will serve to lower the participation grade. I will give each student individual feedback throughout the course of the semester on their participation grade and projections of a final grade if quality and quantity remain at that level. This allows you to improve if you would like and is meant to award those that do attempt to get better through the course of the semester.

Discussion questions (10 weeks x 5 points = 50 points): Each week you are responsible for turning in three (3) discussion questions over the assigned readings. These discussion questions are due by 11:00 am the day of class to my email (c.burns@bucknell.edu). The purpose of these questions is two-fold. First, it encourages you to do the reading in advance of class. Second, it encourages you to make complex linkages in the material. I will allow 1 clarification question each week from each student; however, the other 2 questions should be questions that try to analyze, compare/contrast, critique, and/or link class concepts and material. Questions should be over the readings for that week, but students are welcome to link material to previous weeks. If you fail to turn in questions one week, 5 points will be deducted from your final discussion question grade. Otherwise, as long as students turn in 3 thoughtful questions they will receive the full 5 points. I will provide feedback to students who are not on track to earn the full 5 points each week.

Journaling (10 points x 3 entries = 30 points): Throughout the course of the semester, you will write three journal entries on topics. I will assign students to topics and hand out a short prompt for you to consider and write 2 paragraphs answering the question. These will be turned in electronically to my email (c.burns@bucknell.edu) via word format. You will receive a prompt at the end of class and it will be due by 11 am the following Wednesday before class (at the same time as your discussion questions). In other words, at least 2 students each week will have to respond to the readings for that week in both discussion question and written format. These are not meant to be difficult, but they are meant to help you think about the readings in more depth before coming to class.

Take home writing prompts (30 points x 4 prompts = 120 points): In lieu of exams, there will be four take home writing prompts. These prompts will be substantial essays and should take about 45 minutes to 1 hour to answer. The questions will be based upon the discussion questions the class has submitted over the past few weeks leading up to the prompt. In other words, you will have seen the questions before; however, I have the freedom to compile them into an essay question as I see fit. Since this is a take home essay prompt, you will be allowed to use notes and readings; however, please do not consult with others from the class and do your own work! I trust that you will use this freedom to remain academically honest. These writings will be assessed based on your ability to answer the question, analyze the material, and make critical assessments of the content.

These will be due on **September 11, October 9, October 23, and December 4**.

Presentation and peer review [30 points (presentation) and 20 points (peer review)]: One of the culminations of your time here at Bucknell is a senior research project that includes a presentation. Political scientists engage in research and presentations of our research regularly, and one thing we know about this process is that it requires assistance from peers to be successful. To that end, you will give a presentation at the end of the semester over your individual research project to the class and Political Science faculty. I will assign students to a day to present based on who their peer reviewer is. Presentations take place before Thanksgiving break. Each person will be assigned a peer reviewer in the class. Throughout the course of the semester we will be giving each other feedback along the research process, but the most important feedback will come from an assigned peer reviewer of your research paper's rough draft. I will hand out more instructions over both of these assignments as we get closer to the due dates.

Final paper and its component parts (150 points): Each student will get to write an original research paper during their time in this class and because I understand what it means to be a procrastinator, component parts of the paper will be due throughout the course of the semester. Each component part will be worth points culminating to the 150 point total for this assignment. Each student must meet with me during either week 2 or week 3 of the semester to come up with a topic and research question. Your topic, question, and a few sentences on why you think the topic is important is due **September 18 – 10 points** (paper copy at start of class). Next, you will begin collecting research on the topic and turn in an annotated bibliography on **October 2 – 10 points**. Third, you will write an in-depth outline of your paper including all major sections (intro, lit review, theory, research design, conclusion) and this is due **October 16 – 10 points**. We will take a week to work on presentations and paper writing in October and your rough drafts will be due **October 30 – 30 points**. During this class you will work with your peer reviewer. I will also provide feedback on your rough drafts. Presentations are in November and your final paper will be due during **Finals week – 90 points**.

This is a points based class and I will not round points. Please do not count on extra credit to change your grade. In order to earn a specific grade, please refer to the scale below.

Grading Scale:

A: 470+ points	C+: 385-399 points
A-: 450-469 points	C: 370-384 points
B+: 435-449 points	C-: 350-369 points
B: 419-434 points	D: 300-349 points
B-: 400-418 points	F: 299 points and below

Class Policies

Electronics

Education research has found that students have lower average grades when they use a computer, cell-phone, or other electronics in the classroom. To that end, I have a “no electronics” policy. This policy is aimed to help you, the student, perform better in the classroom. This does not mean that there will not be days where I ask you to bring a computer or tablet or where I ask you to get your cellphone out. However, the use of technology for note taking is strictly prohibited unless we have other arrangements made. Moreover, upon the beginning of class, all electronics need to be silenced and put away including cell phones, tablets, laptops, and apple watches.

Communication

I will communicate with you via your Bucknell email. I expect that you will check it regularly. Moreover, please communicate with me via office hours (that's what I'm there for!) or my Bucknell email (c.burns@bucknell.edu). I will attempt to answer your email as quickly as possible if I receive it during regular hours (8:30 am – 4:30 pm Monday – Friday); however, please allow 24 hours during the week and 72 hours over the weekend for responses.

Respectful Engagement

We all come to class from a variety of backgrounds and experiences. Since the purpose of a class is to explore and better understand a topic, we need that variety of perspectives to strengthen our ability to generate hypotheses and analyze facts and opinions. Therefore, it is vital that each person feels comfortable bringing their unique perspective to bear on a given subject, and that it happen in a respectful manner. Most people appreciate having freedom to explore their own opinions (and perhaps change their minds or retrench), so let us consider providing that freedom to each other as well. This give and take requires a community where people believe that they can speculate, question, or discuss deep or challenging issues without fear of attack or disrespect!

Cheating and Plagiarism

All forms of academic dishonesty will be treated seriously and will be handled according to University policy. If you have any questions about whether you think you may be plagiarizing or cheating, please discuss it with me first.

Bucknell University Expectations for Academic Engagement

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement [e.d. this might be a good opportunity for some discussion]. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

Bucknell University Honor Code Statements

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Accessibility Statement

Any student who needs an accommodation based on the impact of a disability should contact Heather Fowler, Director of the Office of Accessibility Resources at hfoo7@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building who will coordinate reasonable accommodations for students with documented disabilities.

The college will make reasonable accommodations for persons with disabilities. Students should notify their instructor and Heather Fowler, Director of the Office of Accessibility Resources at hfoo7@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at hfoo7@bucknell.edu, 570-577-1188 or in room 107 Carnegie Building so that such accommodations may be arranged.

Course Schedule (subject to change as the semester progresses – please refer to online syllabus for changes)

Week 1 – August 28 – Why Gender?

Syllabus, Intro to terminology, review IR theory

Enloe, Chapter 1 in *Seriously!*

Youngs, Gillian. 2004. “Feminist International Relations: A Contradiction in Terms?” *International Affairs (Royal Institute of International Affairs)* 80 (1): 75-87.

Mingst et al pages 73-92 (excluding pages 90 & 91)

Week 2 – September 4 – Feminists Strike Back!

Feminist responses to IR theory

Runyan, Chapter 2 *Gender(ed) Lenses on Global Politics* and ‘Feminist Approaches to Politics’ section in Chapter 3, *Gender and Global Governance*

Stearns, Chapter 2 *Feminism and Critiques of the ‘Orthodoxy’* in Stearns *Gender and IR*

Fukuyama, Francis. 1999. “Women and the Evolution of World Politics.” *Foreign Affairs* 77 (5): 24-40.

Tickner, J. Ann. 1999. “Why Women Can’t Run the World: International Politics according to Francis Fukuyama” *International Studies Review* 1 (3): 3-11.

Week 3 – September 11 – Building Blocks of the System We “Know”

Masculinity and the nation/state

Connell, Chapters 3 & 7 in *Masculinities*

Enloe, Chapter 3 *Nationalism and Masculinity* in *Bananas, Beaches, and Bases*

Stearns, Chapter 3 *States, Nationalisms, and Gendered Identities* in Stearns *Gender and IR*

Maruska, Chapter 12 *When Are States Hypermasculine?* In Sjoberg *Gender and International Security*

****WRITING PROMPT DUE**

Week 4 – September 18 – War: What Is It Good For? (Absolutely Nothing?!)

Gender and conflict/militarization

***paper topic due (must meet first)**

Goldstein, pages 10-58 in *War and Gender*

Peterson, Chapter 1 *Gendered Identities, Ideologies, and Practices in the Context of War and Militarism* in Sjoberg and Via

Cohn, Carol. 1987. “Sex and Death in the Rational World of Defense Intellectuals” *Signs*.

Caprioli, Mary. 2000. “Gendered Conflict” *Journal of Peace Research* 37 (1): 51-68.

Caprioli, Mary and Mark Boyer. 2001. “Gender, Violence, and International Crisis.” *Journal of Conflict Resolution* 45 (4): 503-518.

Week 5 – September 25 – How are Women (and Men) Affected by Wartime Violence?

Gender and wartime violence

USIP Special Report, “Wartime Sexual Violence: Misconceptions, Implications, and Ways Forward”

Ashford, Chapter 12 *The Impact of War on Women in Sidel War and Public Health*

The Guardian, *The Rape of Men: The Darkest Secret of War*

(<https://www.theguardian.com/society/2011/jul/17/the-rape-of-men>)

Kerry F. Crawford. 2013. “From Spoils to Weapons: Sexual Violence as a Weapon of War.” *Gender & Development* 21(3): 505-515.

Butler, Christopher, Tali Gluch, and Neil T. Mitchell, “Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument” *Journal of Peace Research* 44 (6): 669-687.

Alison, Miranda. 2004. “Women as Agents of Political Violence: Gendering Security” *Security Dialogue* 35 (4): 447-463.

Week 6 – October 2 – How Would Security Change if Feminist Ideas Were Added?

Gender and security I (Short Documentary: War Redefined)

***Annotated bibliographies due**

Runyan, Chapter 4 *Gender and Global Security*

Sjoberg, *Introduction and Stiehm, Theses on the Military, Security, War, and Women in Sjoberg Gender and International Security*

Enloe, Chapter 4 *Paying Close Attention to Women Inside Militaries in Enloe Globalization & Militarism*

Week 7 – October 9 – How Would Security Change if Feminist Ideas Were Added?

Gender and security II

Hudson, Valerie, Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad F. Emmett. 2008/2009. “The Heart of the Matter: The Security of Women and the Security of States” *International Security* 33 (3): 7-45.

Sjoberg, Chapter 5, Detraz, Chapter 6, and Wright, Chapter 10 in Sjoberg *Gender and International Security*

Via, Chapter 3 *Gender, Militarism, and Globalization: Soldiers for Hire and Hegemonic Masculinity* in Sjoberg and Via

****WRITING PROMPT DUE**

Week 8 – October 16 – Women MUST Be More Peaceful, Right??

Gender and peace/peacekeeping (Short Documentary: Pray the Devil Back to Hell)

***Outlines due**

UNSCR 1325 and 1820

Hudson, Chapter 13 in Sjoberg *Gender and International Security*

Confortini, Chapter 12 *Links between Women, Peace, and Disarmament: Snapshots from the WILPF* in Sjoberg and Via

Kirk, Chapter 13 *When is War Over? Women’s Stories of Healing and Rebuilding after the War in El Salvador* in Sjoberg and Via

Enloe, Chapter 7 in *Seriously!*

Week 9 – October 23 – Does Difference Make a Difference in the International System?

Gender and Leadership

Genovese, Introduction in Genovese and Steckenrider Women as Political Leaders

Jalalzai, chapters 2 & 3 in Shattered, Cracked, or Firmly Intact?

Koch, Michael and Sarah Fulton. 2011. “In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies” *Journal of Politics* 73 (1): 1-16.

Burns, Courtney and Amanda Murdie. 2018. “Female Chief Executives and State Human Rights Practices: Self-fulfilling the Political Double Bind” *Journal of Human Rights* 17 (4): 470-484.

Burns, Courtney and Kyle Kattelman. 2017. “Women Chief Executives: The Political Catch-22 of Counterterrorism” *Journal of Terrorism Research* 8 (2): 22-43.

****WRITING PROMPT DUE**

Week 10 – October 30

Paper writing and presentation prep – peer review of papers and preparation for in class presentations

Rough draft due

Week 11 – November 6 – Money, Money, Money... and Women

Gender and political economy

Runyan, Chapter 5 *Gender and Global Political Economy*

Enloe, Chapters 5, 6, and 7 in *Bananas, Beaches, and Bases*

Waylen, Georgina. 2006. “You Still Don’t Understand: Why Troubled Engagements Continue between Feminists and (Critical) IPE” *Review of International Studies* 32 (1): 145-164.

Week 12 – November 13

Presentations

Week 13 – November 20

Presentations

Week 14 – November 27 (Thanksgiving week – no class)

Week 15 – December 4 – What Have We Learned This Semester?

Where do we go from here?

Reiter, Dan. 2015. “The Positivist Study of Gender and International Relations” *Journal of Conflict Resolution* 59 (7): 1301-1326.

Roundtable Discussion: Reflections on the Past, Prospects for the Future in Gender and International Relations. *Millenium* 37 (1): 153-179.

****WRITING PROMPT DUE**

Final exams begin December 12

Final papers due during final exams week